

Plan on a Page | Lesson 2: How Do Others See Me? (Day 1)

Guiding Questions:

- What parts of my identity are determined by me and which parts are determined for me by other people or by society?
 - How do labels, assumptions, and stereotypes affect how other people identify each of us? How might labels, assumptions, and stereotypes affect how we think about ourselves?
-

Activities:

1. Reflect in a Journal Response on Assumptions People Can Make

Begin by giving students a few minutes to write in their journals in response to these questions in the lesson plan about assumptions.

2. Read “Why Are Successful Black Men Assumed to Be Athletes or Entertainers?”

Distribute the article “**Why Are Successful Black Men Assumed to Be Athletes or Entertainers?**” and read aloud for students. After reading, ask the class the questions in the lesson plan.

3. Define Key Concepts: Labels, Assumptions, and Stereotypes

After reading and discussing the three questions, introduce the terms *label*, *assumption*, and *stereotype*, using the definitions in the lesson plan. Arrange students in pairs or small groups and ask them to identify and annotate the labels, assumptions, and stereotypes at play in the reading.

4. Facilitate a Class Discussion

After students have had a chance to unpack the reading and the key concepts, ask each group to share highlights or key elements of what they have learned with the class. Then discuss the final questions in the lesson.

5. Final Reflection and Exit Card: Don’t Misunderstand Me!

End the class with the **Don’t Misunderstand Me!** exit card handout. Let students know that they will be sharing what they write with the group in the next class. Collect the exit cards at the end of the class period.

Plan on a Page | Lesson 2: How Do Others See Me? (Day 2)

Activities:

1. Sharing Don't Misunderstand Me!

Begin by returning student's **Don't Misunderstand Me!** exit cards from the previous lesson. Have students sit in a circle and use the **Wraparound** strategy to share misunderstandings and truths about group members' identities.

2. Listen to and Discuss "Do Not Diminish Yourself To Fit In"

Share the **Take Note** questions and strategy and then play the *WeGotYou* podcast **Haerin - Do Not Diminish Yourself To Fit In** (09:00). Note, students are listening to Part 1 for this activity. Part 1 starts at minute 17:50 and counts down to end at 8:57. We recommend pausing at 15:46 and again at 13:33 for the **Take Note** routine. Repeat the routine at the end of the episode.

After listening to the podcast, move students into small groups so they can share their notes and try to respond to any questions others may have raised. To facilitate a deeper discussion, ask students to respond to the questions in the lesson plan.

3. Create Personal Identity Charts

Ask students to respond to the following question in their journals, and then, on the board, generate a big list of factors that make up identity:

- What factors make up your identity? Write as many as you can think of in a list.

Distribute the **Inside-Outside Identity Chart** handout and use the framing in the lesson plan to introduce the activity. Project or share a model of your identity chart. Then give students time to make their own identity charts.

4. Debrief in Pairs

After students have had time to create their charts, have them share a few factors with a partner and how this factor influences their sense of who they are. They can also add ideas to their own identity charts if their paired discussions spark new thinking. Then ask students to store their identity charts in a safe place (or collect them), because they will be using them later in the unit.